APPENDIXES B–J
FEATURED IN

Teaching
U.S. History
Thematically

Document-Based Lessons
for the Secondary Classroom

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APPENDIX B: COURSE ENTRY SURVEY

1. List the top three most important events in U.S. history.

2. Why did you choose each one?

3. List the top three most important historical figures.

4. Why did you choose each one?

5. How would you define an American?

6. Do you consider yourself an American? Why or why not?
APPENDIX C: COURSE EXIT SURVEY

1. List the top three most important events in U.S. history.

2. Why did you choose each one?

3. List the top three most important historical figures.

4. Why did you choose each one?

5. How would you define an American?

6. Do you consider yourself an American? Why or why not?

7. How were your views of the United States changed or reinforced during this course?

8. Which historical figure did you find you agreed most with, and why?
APPENDIX D: UNIT ENTRY SURVEY

1. What do you know about the theme of this unit?

2. What would you like to learn about the theme of this unit?

3. How would you answer the Unit Question?

4. Why would you answer that way?

5. How would you answer the Current Issue Question?

6. Why would you answer that way?
APPENDIX E: BIOGRAPHICAL RESEARCH PAPER INSTRUCTIONS

You will write a research paper about the historical figure you will represent in the summit. Your paper should contain six paragraphs:

1. Explain why this person was important in U.S. history.
2. Provide a brief biography.
3. Describe the person’s character traits, supported by examples from his or her life.
4. Present the person’s answer to the Unit Question and give an example of something the person did or said that proves they would answer that way. Include a quotation from the document we studied in class to support your answer.
5. Predict how the person would answer the Current Issue Question if he or she were alive today. Explain why the person would have been likely to hold that view.
6. Explain what you learned about U.S. history by studying this person’s life.

Add a References section at the end of your paper, including the document we read in class and at least one other source.
APPENDIX F: SUMMIT RESEARCH WORKSHEET

1. I will portray this historical figure in the summit:

2. What I already know about my historical figure:

3. What I want or need to know about my historical figure:

4. Document we will read in class related to my historical figure:

5. Outside sources of information about my historical figure:

6. My historical figure was important in U.S. history because:

7. Three facts about my historical figure’s life that are relevant to how they would answer the Unit Question or Current Issue Question:

8. Two characteristics or qualities my historical figure has:

9. How my historical figure would speak or act in the summit:

10. Evidence from the document we read that shows how my historical figure would answer the Unit Question:

11. Evidence from my own research that shows how my historical figure would answer the Unit Question:

12. I think my historical figure would answer the Unit Question by saying:

13. Evidence from the document we read that shows how my historical figure would answer the Current Issue Question:
APPENDIX F: SUMMIT RESEARCH WORKSHEET (CONTINUED)

14. Evidence from my own research that shows how my historical figure would answer the Current Issue Unit Question:

15. I think my historical figure would answer the Current Issue Question by saying:

16. Which other historical figures we studied in this unit would my historical figure be most likely to agree with? Why?

17. Which other historical figures we studied in this unit would my historical figure be most likely to disagree with? Why?

18. One question I think my historical figure will be asked:

19. How my historical figure would answer:

20. Another question I think my historical figure will be asked:

21. How my historical figure would answer:

22. One question my historical figure would have for ____________________:

23. My historical figure would ask __________ this question because:

24. One question my historical figure would have for ____________________:

25. My historical figure would ask __________ this question because:
APPENDIX G: UNIT EXIT SURVEY

Look back on your answers to the Unit Entry Survey from the beginning of the unit, and review the lessons we have done.

1. Which event, historical figure, or document that we studied changed or reinforced your opinion on the Unit Question? Why?

2. Which event, historical figure, or document that we studied changed or reinforced your opinion on the Current Issue Question? Why?

3. Which historical figure that we studied did you agree with most? Why?

4. What did you learn about the theme of this unit?

5. Provide one new question you have about the material we studied in this unit.
APPENDIX H: CURRENT ISSUE LETTER INSTRUCTIONS

1. Consider your views on the Current Issue Question for this unit.

2. Decide upon a leader or authority figure who has decision-making power over this issue, and think of an action you would like the leader to take on the issue.

3. Write a respectful letter explaining your views to this leader. Reference at least one historical event you have studied in this unit that provides a comparison or evidence to support your view.

4. Send your letter and share any response you receive with the class!
APPENDIX I: DESIGNING YOUR OWN THEMATIC UNITS

1. Identify an essential question that is relevant in multiple eras of U.S. history.
2. Generate a list of about a dozen people who have offered answers to this question, and/or a list of about a dozen events in which this question came to the fore.
3. Locate a document that illustrates the perspective of each historical figure or relates to the event.
4. Isolate an excerpt of each document that is most relevant to the essential question.
5. Identify vocabulary in each document that may be unfamiliar to students.
6. For each document, generate several comprehension questions that can help you assess whether students have understood what they’ve read.
7. For each document, generate several questions students can use to do an activity in which they apply higher-order thinking skills.
8. Create appropriate introduction and reflection questions or activities for each document.
APPENDIX J: DISCUSSION GUIDELINES

1. Assume positive intentions and give classmates the benefit of the doubt—disagree with ideas, don’t attack people.

   NO: If you don’t believe in background checks on gun sales, you don’t care about public safety!
   NO: If you believe in background checks on gun sales, you don’t care about civil liberties!
   YES: I know we both care about public safety and civil liberties; I think we disagree on the effect of background checks on gun sales.

2. Speak to your classmates as you would to a role model you respect.

   NO: You idiot!
   YES: I strongly disagree with you.

3. Don’t blame your classmates for what members of a group they belong to have done, and don’t ask classmates to speak for all members of a group they belong to.

   NO: Why do you Black people think violence is necessary?
   NO: Why do you White people always take Native Americans’ land?
   YES: I have questions about Malcolm X’s idea of armed self-defense.
   YES: As a Native American, I feel upset when I learn that White people took my ancestors’ land.

4. Reflect on how your own experiences and biases affect your views—avoid blame and shame.

   NO: I don’t see why we need to study women in history; men did most of the important stuff.
   NO: Men should feel guilty about how they have treated women.
   YES: As a male, I realize that I’ve been seeing history through the eyes of men.

5. If you feel upset, angry, or confused during a discussion, take a break. Take care of yourself and take care of each other.